

# Computers in Business

## **Standard 1**

Students will determine what type of business venture to be used for the simulation.

**Identifying Types of Business Ownership**  
**Standard 0000-01**  
**Objective 0101**

**Overview:**

Students will identify different types of businesses ownership (sole proprietorship, partnership, and corporations)

**Activities:**

- The students will watch a PowerPoint presentation that explains the types of businesses
- While watching the PowerPoint, the students will fill out a worksheet going over the benefits and costs to each type of business
- The students will read a variety of business scenarios, and decide which type of business will be best for each situation.
- Set the students up on their own, with a partner, and in a large group to do something small toward the creation of something for a business.... Example – a short 30 second radio advertisement

# TYPES OF BUSINESSES



Name \_\_\_\_\_ Period \_\_\_\_\_

## TYPES OF BUSINESSES

<b>Sole Proprietorship:</b>	<b>Benefits</b>  1.  2.  3.  4.  <b>Costs</b>  1.  2.  3.  4.
<b>Partnership:</b>	<b>Benefits</b>  1.  2.  3.  4.  <b>Costs</b>  1.  2.  3.  4.
<b>Corporation:</b>	<b>Benefits</b>  1.  2.  3.  4.  <b>Costs</b>  1.  2.  3.  4.

**WHICH BUSINESS TYPE IS BEST?**

Read and discuss each client case. Then make a recommendation about what form of business organization you think is best for each. Be sure to state reasons to support your position.

**Client 1**

I am 16 years old and I love little kids. I like to organize special events—like birthday parties for children. I have decided that a great way to earn extra money is to provide families with children's birthday parties for a modest fee. I do it all—arrange the food, supply the music, decorate the party room, play games, give away small prizes, even play the part of Bongo, the Birthday Clown. Families I know love the idea. I have an advertising plan figured out, with posters to put up at the local grocery stores.

What type of business organization do you recommend? Why?

**Client 2**

I am 27 years old and have just finished law school and passed the state bar examination. Now I am ready to begin my new career as a lawyer. I am not interested in a job with a big firm. I'd like to be more on my own. I have two friends who are in similar situations. But it takes money to start a law practice. A modern law firm needs a lot of business machines—computers, copiers, fax machines, and so on. Even in a small firm the lawyers might need to hire some helpers—a receptionist, maybe a paralegal worker. I want this firm to be a success, but I am not sure I have all the legal and business skills I need to pull it off.

What type of business organization do you recommend? Why?

**Client 3**

I am 35 years old and have been running three successful bookstores for five years. My customers think I have the right mix of books to appeal to younger and older readers. My "coffee-house nights" which feature local authors reading passages of their books to espresso-drinking customers have been a big hit. I am thinking about expanding to eight stores. I have identified the new locations. They seem just right. My two biggest problems are that I do not have enough money to support this expansion and I am not sure I have the skill to manage all eight locations.

What type of business organization do you recommend? Why?

**Client 4**

My business partner and I are 25 and 26 years old. We run a small but growing business. We buy auto parts made in Taiwan for American cars. Then we sell the parts to auto repair shops in five cities in our state and two cities in nearby states. We are now getting requests for our auto parts from auto repair dealers in four new states. To meet these requests, we will need a major expansion of our warehouse and we will need to hire some new employees.

What type of business organization do you recommend? Why?

**Client 5**

I am a 45-year-old agricultural scientist. I have been working for years to come up with a natural egg that is free of cholesterol and low in fat. I finally have completed all the tests and have received all the government approvals I need for my new eggs. Up until now, my work has been simple and I have been my own boss. But now I want to launch my new product—Eggs You Can Love—on a national scale.

What type of business organization do you recommend? Why?

Name \_\_\_\_\_

Date \_\_\_\_\_

**Objective:** Students will understand the difference between the different types of businesses by creating something for a business in three different ways:

- 1) By themselves (Sole Proprietorship)
- 2) With a partner (Partnership)
- 3) With a large group (Corporation)

**Directions:**

You have started up a retail store named Toy World. You have decided that as part of your advertising, you would like to use a radio advertisement to air every morning on KSL News radio. They have requested that you send them a 30 second radio advertisement for them to read over the air.

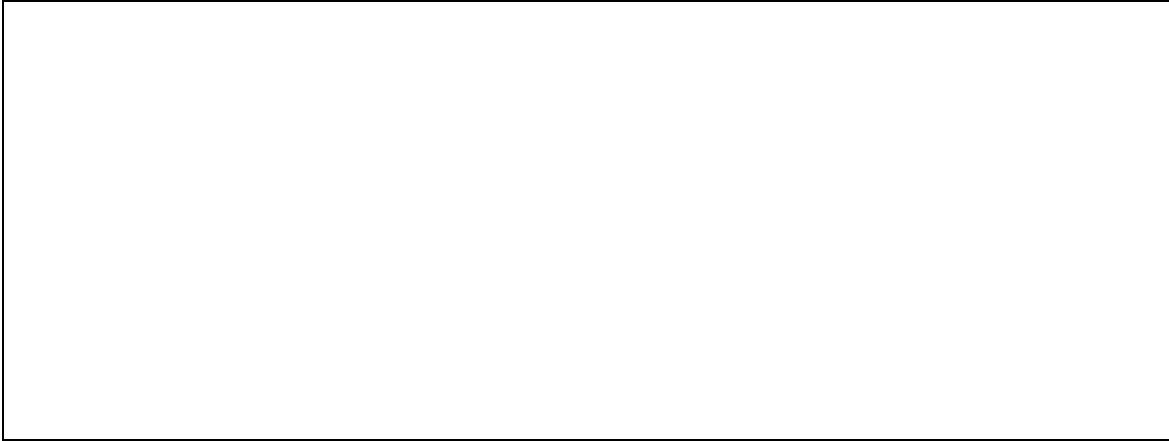
Create a 30 Second Radio Commercial

You have decided to go into business with a friend of yours to sell cookies. You and your partner have decided to advertise using a commercial on the local popular music radio station. They have requested that you send them a 30 second radio spot that they can read over the air.

With a partner create a 30 second Radio Commercial

You are the marketing director for a corporation that sells computers. The Board of Directors has put you in charge of gathering a team to create a radio advertisement for the local radio markets.

Get together a team of students to discuss ideas and create a 30 second radio commercial.

A large, empty rectangular box with a thin black border, intended for students to write or draw their 30-second radio commercial.

What were the advantages and disadvantages of each way of creating the radio commercial?

How does each way of creating the radio commercial relate to the three different ways of business ownership?

**Understanding Entrepreneurial Concepts**  
**Standard 0000-02**  
**Objective 0102**

**Overview:**

Students will understand and demonstrate Entrepreneurial concepts. Students will determine skills, characteristics and risks of entrepreneurs.

**Activities:**

- Go to the website <http://career.sdsu.edu/resources/tutorials/entre/index.html>
- Have the students complete the worksheet while exploring the site
- Complete the M & M activity to help understand Risk Assessment



Do you want to be an Entrepreneur?

Name \_\_\_\_\_

Period \_\_\_\_\_

Go to the website:

<http://career.sdsu.edu/resources/tutorials/entre/index.html>

Go through the site and answer the following:

1. What is an Entrepreneur? \_\_\_\_\_

\_\_\_\_\_

2. Why do people want to start their own business? \_\_\_\_\_

\_\_\_\_\_

3. What are risks of being an Entrepreneur? \_\_\_\_\_

\_\_\_\_\_

4. What are some personality characteristics of successful entrepreneurs? \_\_\_\_\_

\_\_\_\_\_

5. What is the first step in starting a business? \_\_\_\_\_

\_\_\_\_\_

6. What are some of the questions to ask yourself before starting a business? \_\_\_\_\_

\_\_\_\_\_

7. What is contained in a business plan? \_\_\_\_\_

\_\_\_\_\_

8. Who are some of the types of people you will need when you start your business?

\_\_\_\_\_

9. What are two keys to help your business grow? \_\_\_\_\_

\_\_\_\_\_

10. What are the final thoughts about being an entrepreneur? \_\_\_\_\_

\_\_\_\_\_

## **Risk Assessment and M&M's**

**Objects needed:** Large bag of M&M's and one die

**Objective:** Have the students define risk assessment and participate in an activity that uses risk assessment to achieve a certain goal.

**Activity:**

**Risk Assessment** is taking a look at a given issue, determining the risks, determining the probability of success, and making a decision accordingly.

You are investing your money into a company. Instead of money, we will use M&M's. We will use a dice to indicate how well your investment in this company will do in a given period of time.

Give each student 5 M&M's.

Every student will have the chance to roll the die 3 times in order to determine how many more M&M's they can get. They may choose how many M&M's they want to invest in each die roll.

If they roll a 1, then they lose all the M&M's that they invested in that roll of the die.

If they roll a 2, then they lose one M&M that they invested in that roll of the die.

If they roll a 3, then they do not lose any M&M's, but they also do not gain any.

If they roll a 4, then they get 1 more M&M.

If they roll a 5, then they double the number of M&M's that they invested.

If they roll a 6, then they double the number of M&M's that they invested, and they get an additional roll of the die (up to one additional roll).

Have the students fill out the chart and answer the questions.

Risk Assessment Activity

Name \_\_\_\_\_  
Period \_\_\_\_\_

Define Risk Assessment

Number of M&M's to start with – **5**

	<b>M&amp;M's Invested</b>	<b>Die Roll</b>	<b>M&amp;M's Remaining</b>
<b>1<sup>st</sup> Roll</b>			
<b>2<sup>nd</sup> Roll</b>			
<b>3<sup>rd</sup> Roll</b>			
<b>Additional Roll if needed</b>			

What was your reasoning for investing the number of M&M's on the first roll?

What was your reasoning for investing the number of M&M's on the second roll?

What was your reasoning for investing the number of M&M's on the third roll?

What would you have done differently if you had to do the activity over again?

**Determine Potential Customers**  
**Standard 0000-01**  
**Objective 0103**

**Overview:**

Students will determine who the potential customers are for the business simulation

**Activities:**

- Students will watch a PowerPoint to determine what is a want and what is a need, Students will also identify which are goods, and which are services.
- Have the students create their own PowerPoint presentation showing wants and needs, goods and services.
- Students will collect a variety of ads in order to determine who is the target market is.
- Students will examine a variety of advertisements and determine who the target market is.
- Students will define and identify target markets in a group activity, and give a 5-10 minute presentation on their findings.

# WANTS, NEEDS GOODS, SERVICES

What's the Difference?

[Click for the PowerPoint presentation](#)

# WANTS/NEEDS/GOODS/SERVICES ASSIGNMENT

You will be creating a PowerPoint presentation to demonstrate your understanding of the concepts of wants/needs/goods/services.

Please use light colors – no dark backgrounds!!!

Requirements:

- \_\_\_\_\_ 8 slides minimum (extra credit for more slides)
- \_\_\_\_\_ Title slide – topic and your name and period
- \_\_\_\_\_ Slide on wants
- \_\_\_\_\_ Slide on needs
- \_\_\_\_\_ Slide on goods
- \_\_\_\_\_ Slide on services
- \_\_\_\_\_ Slide with 2 quiz questions
- \_\_\_\_\_ Examples on wants, needs, goods & services slides
- \_\_\_\_\_ Graphics on wants, needs, goods & services slides
- \_\_\_\_\_ Printed using **handout/6 pages per sheet** option

**Each requirement is worth 5 pts. for a total of 50 points on this project.**

\_\_\_\_\_ **TOTAL**

## Collection of Ads Project

Find and collect examples of the ads listed below. Cut out the **entire** ad, not just the portion of the ad required. Mount each ad on a sheet of typing paper. Write the number and a statement identifying the type of ad at the **bottom** of the page it is mounted on. Put the collection of ads in order from 1-10 and staple to this sheet. Each ad is worth 5 points for a total of 50 points.

1. An advertisement that is directed at customers in ALL geographic areas of the country. Would this ad work in any city in the US?
2. An advertisement that is directed at teenagers.
3. An advertisement that is directed at young children.
4. An advertisement that is directed at adults.
5. An advertisement that is directed at parents with a baby.
6. An advertisement that is directed at elderly people.
7. An advertisement that is directed at people who like sports.
8. An advertisement that is directed at people with a medical condition.
9. An advertisement that is directed at customers only living in Utah.
10. An advertisement that is directed at students (elementary, high school or college).

Name\_\_\_\_\_ Period\_\_\_\_\_ Date\_\_\_\_\_

Look at each of these advertisements, and determine who the target market is.

1. \_\_\_\_\_



Seize the deal –  
**SAVE \$100\***  
on a new look at  
LensCrafters.

[Browse Women's Frames >](#)  
[Browse Men's Frames >](#)  
[Print Coupon >](#)

**LENSCRAFTERS**  
*open your eyes*  
\*Complete pair purchase

2. \_\_\_\_\_



**Store it.  
Shred it.  
Secure it.**

Offers end  
1/12/08.

[See all the deals](#)

3. \_\_\_\_\_



**Free Backpack**  
when you spend \$75 or more  
[See Details](#)

- Attention Students: B&N Members save up to 30% on new textbooks
- Plus, up to 90% off used books

[> Shop Now](#)

4. \_\_\_\_\_



**new**  
**Centrum**  
**SILVER**  
Multivitamin/Multimineral Supplement

5. \_\_\_\_\_



**BECAUSE  
YOUR NEW  
ADDITION  
MEANS A NEW  
ADDITION**



**Determining the Business Venture**  
**Standard 0000-01**  
**Objective 0104**

**Overview:**

Students will determine what business venture to pursue for the business simulation.

**Activities:**

- Have the students go to [http://www.skateboard.com/p-skbd\\_101/index.html](http://www.skateboard.com/p-skbd_101/index.html) to explore how skateboards are made. Discuss the Capital, Human and Natural Resources used in creating skateboards. Have the students complete the worksheet.
- On a separate piece of paper, have the students list 10 different costs associated with the making of a skateboard.
- Discuss with the students the creation of a budget for their business venture. Use the skateboard website as a basis for your discussion
- Have the students fill out the chart to get ideas for their business venture.

**Other resources:**

- How things are made: <http://www.commentcestfait.com/html/anglais/index2.html>

## RESOURCES

### What resources are involved in making a skateboard?

1. Go to the web site.
2. Check out each area of Skateboard 101 to find the resources.
3. List the resources in the appropriate column.
4. You may have to think about what kinds of human resources are needed, what do you think would be their job titles?
5. 1 point per box = 33 pts.

[http://www.skateboard.com/p-skbd\\_101/index.html](http://www.skateboard.com/p-skbd_101/index.html)

Natural:	Capital:	Human:
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

# **COSTS TO MAKE A SKATEBOARD**

List below 10 costs (expenses) in making a skateboard:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## What Should My Business Be?

Business Ideas:	Funding:	Resources:	Target Market:	Demand:	Supply:	Affordability:
What type of product do I want to offer?	Where can I get money to fund my business?	What resources do I have at my disposal?	Who will my target market be? Can I reach my target market?	Will my target market want my product?	Will I be able to produce enough of my product to meet demand?	Can my target market pay for my product?
1						
2						
3						
4						
5						